

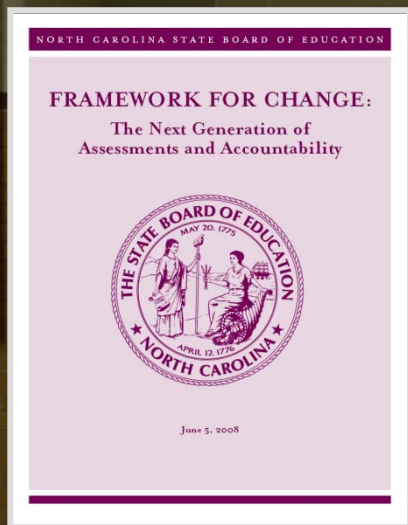


NORTH CAROLINA SCHOOL ACCOUNTABILITY MODEL

Globally Competitive Students • January 2012



Transitioning to Action



Vision



Development



Action

High School Indicators

| End of Course Assessments

% of students proficient on Math I, Biology and English II assessments

| ACT College Readiness Benchmarks

% of students who score well enough to have a 75% chance of getting a C or higher in their first credit-bearing college course

| Graduation Rates

4-year: % of students who were freshmen in 2009-10 who graduated in 2012-13

5-year: % of students who were freshmen in 2008-09 who graduated by 2012-13

| Future-Ready Core Completion

% of graduates who take and pass higher-level math classes

| WorkKeys

% of graduates achieving the Silver level on the three WorkKeys assessments

| Graduation Project

Schools that complete the Graduation Project achieving the standards of quality established in the process

Elementary and Middle School Indicators

| End of Grade Assessments

% of students proficient on 3-8 Mathematics assessments

% of students proficient on 3-8 English Language Arts assessments

% of students proficient on 5th and 8th grade Science assessments

Who we are hearing from:

- State Board of Education
- Title I Committee of Practitioners
- Business Community (NCBCE)
- Superintendents
- Principals
- Teachers
- Schools of Education
- Educator Groups
 - NCAE (Dec 3)
 - Teacher Advisory
 - Principal Advisory
 - Principal Focus Group
 - RESAs (total of 24 visits over 2011 and 2012)
- Parent Groups

On Labeling of Schools

“The lowest category needs an identifiably negative label that forces change.”

“It is more important to designate numerical levels of performance {than give labels}.”

To the Question:

“Do you think that each school needs a status designation based on its performance?”

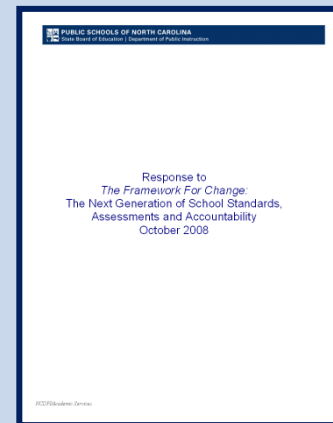
Trends in feedback about labeling were mixed; more often, stakeholders believe a label for every school is not necessary.

REPORTING



We want a hallmark of the new 2012-13 accountability model to be performance and growth data that is

- easy to understand
- useful, and
- easy to access



October 2008's
*Response to the
Framework for Change*
focused on

Transparency

Some specific design features we are considering

- **A clean front interface** that starts only with the indicators
- **Scaffolding** that helps the user understand the actual meaning of the data (the use of “hover-over” or “click-into” web design so that users can get the facts on what each indicator is)
- **Inclusion of State (and District) Results** on each report; additionally, the inclusion of targets (either state or federal)
- **Intuitive navigation on the website** that makes it obvious how to get to school performance data

High School Model Indicators

Absolute Performance

Performance Composite

ACT

Graduation
Rates

Math
Course Rigor

WorkKeys

Graduation Project

Growth

Growth

Δ ACT

Δ Graduation
Rates

Δ Math
Course Rigor

Δ WorkKeys

Sample High School

% of students proficient on Math I, Biology and English II assessments (the performance composite)



For discussion purposes only.
Data are not actual data from a school or the state.

Click For Info	End of Course Assessments		74%
Click For Info	ACT College Readiness Benchmarks		46%
Click For Info	Graduation Rates	4-year	76%
		5-year	77%
Click For Info	Future-Ready Core		89%
Click For Info	WorkKeys Achievement		78%
Click For Info	Graduation Project		YES

Draft Jan 3, 2012

Example

For discussion purposes only. Data are not actual data from a school or the state.

End of Course Assessments

% of students proficient on Math I, Biology and English II assessments



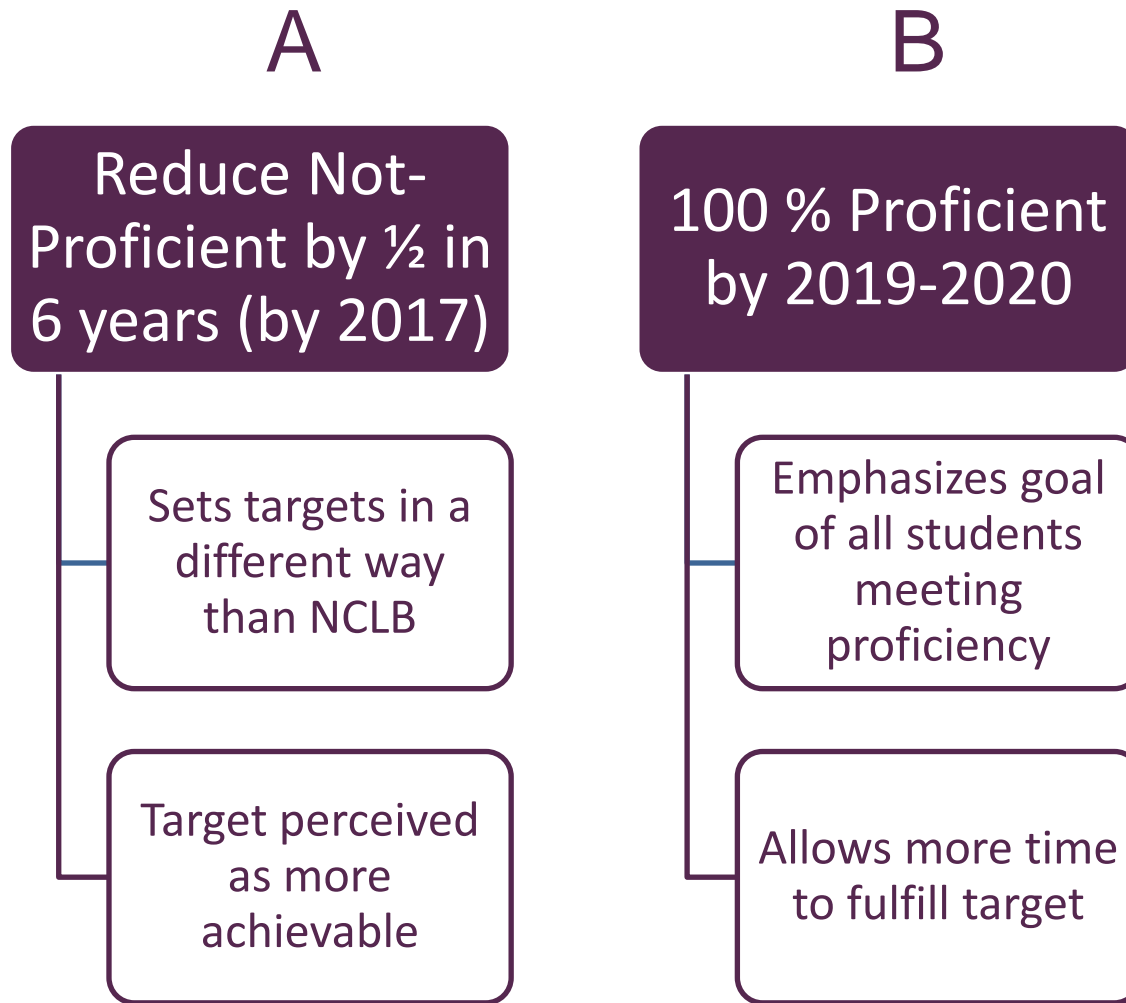
We plan to include the state-wide result on each of the 6 indicators so that the user can immediately see where the school is relative to others

Data tools might additionally allow for a user to see where this school is relative to similar schools

Additionally, we are determining how to represent the new Annual Measurable Objectives (part of our ESEA Flexibility Request)

- **AMOs**
- **Subgroup** (differentiated targets?)
- **Priority, Focus and Reward**

ESEA: AMO Issue 1



A

Same Targets for
All Subgroups

Same expectations

B

Different Targets
for Each
Subgroup

Recognizes
different starting
points for different
subgroups

ESEA: Priority, Focus, & Reward



Priority

Determined by

- **Reading + Math Performance Composite**
< 50 % in 2010-11 school year and one of the two previous years (2008-09 or 2009-10)
- **Graduation rate**
< 60 %

Focus

Determined by

- Schools with the **largest in-school gaps** for 2010-11 school year and one of the two previous years (2008-09 or 2009-10)
- Above state average 38.7%
- Title I schools with a subgroup with **proficiency score below 50%** for 2010-11 school year and one of the two previous years

Reward

Determined by

- Poverty rate above 50% and gap between highest and lowest performing subgroups below state average **and**
- Schools made AYP and all subgroups have performance composite above state performance composite and graduation rate, if any, above state graduation rate
or
- Schools in the highest 10% performance composite progress and graduation rate progress, if any, for “all students” over a 2-year period.